



## The Impact of the Question and Answer Method on Students' Comprehension of the Akidah Akhlak Lessons at MI Miftahul Ulum

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### ABSTRACT

**Purpose of the study:** This study aims to compare how well the lecture approach and question and answer format improve student understanding.

**Methodology:** This study uses a quasi-experimental design and a quantitative methodology. Thirty students make up the sample, which is split into two groups: 15 students in the experimental group, which employs the question-and-answer format, and 15 students in the control group, which operates the lecture format. Pretests and posttests were used to gather data, and paired and independent t-tests were used for analysis.

**Main Findings:** The statistical analysis is validated by the findings of the homogeneity test, which indicate that the variance of the two groups is equal ( $p = 0.17$ ). According to the results, students' comprehension is improved more by the question-and-answer format than by the lecture format. With a statistically significant difference ( $p = 2.1 \times 10^{-6}$ ), the experimental group's posttest score (86.53) was higher than the control group's (68.8). Constructivist philosophy, which emphasises the value of interaction in creating knowledge, is consistent with these findings.

**Novelty/Originality of this study:** According to the study, using a question-and-answer format greatly improves pupil comprehension. According to the practical implications, teachers should implement this approach to boost student involvement in Akidah Akhlak learning. Future studies can examine integrating the question-and-answer method with other instructional techniques for the best results.

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## 1. INTRODUCTION

Their education greatly influences a person's character and ability to participate in society actively. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, national education seeks to develop students' potential to become capable, responsible, pious, and morally upright individuals [1]-[3]. Teachers' expertise in creating and implementing effective learning strategies is essential to achieving this goal [4]-[7]. In addition to imparting knowledge, teachers must make sure that students comprehend, internalise [8]-[10], and apply the values they have been taught [11]-[13].

The low level of active student involvement in learning is one of the main issues with the educational process in schools [14], [15] particularly in conceptual courses like Akidah Akhlak [16], [17]. In addition to imparting theoretical knowledge, this subject's primary goal is to mould students' personalities according to moral principles and religious beliefs [18]-[20]. The lecture method, which is still widely employed by many professors,

cannot be a one-way approach to learning [21]-[23]. Even though lectures are an effective way to teach material, their repetitive usage tends to render students inert, less attentive, and unable to ask questions or exhibit knowledge [24]-[26]. Students' poor internalisation of the values taught and their inadequate comprehension of the subject matter are affected by this [27]-[29]. The question-and-answer method is one such approach that actively engages students in the learning process and is necessary to address these issues [30], [31]. This approach promotes two-way conversation between educators and learners [32]-[34], allowing students to enquire, respond, and share their thoughts while teachers can use reflective questions to probe students' knowledge. Sudjana [35] asserts that the question-and-answer format can help students develop their critical thinking abilities, enhance their memory, and develop their confidence in voicing their opinions and arguing [36]-[38].

Several prior studies have demonstrated the effectiveness of the question-and-answer format in enhancing student learning outcomes, the majority of which are still restricted to general subjects and elementary school levels. According to research by Sitohang [39], using the question-and-answer format to teach Natural Sciences (IPA) in elementary schools can significantly enhance student learning results. Active teacher-student interaction increases students' enthusiasm, makes the subject matter easier to learn, and gives them the confidence to voice their thoughts. However, religious values education has not been covered in this study, particularly when it comes to Akidah Akhlak, which calls for a method that is not only cognitive but also affective and spiritual.

Tuburpon [37] conducted another pertinent study using the Question and Answer Method to Enhance Student Learning Outcomes at MTs Basuki Rahmat Dobo. The study's findings demonstrated that using the question-and-answer format significantly improved student learning outcomes. The average class score rose from 65 to 82 following the implementation of this strategy, according to data analysis. Furthermore, 40% to 90% of pupils met the Minimum Completion Criteria (KKM), a significant rise. These results demonstrate the effectiveness of the question-and-answer format in enhancing students' comprehension of the subject matter and learning objectives. Through a triangulation procedure that included learning tests, interviews, and observation, the validity of the data was reinforced. All of these methods demonstrated applicability and bolstered the efficacy of this approach. In light of this, the question-and-answer format is a highly successful learning tool, particularly when helping students comprehend the Islamic Cultural History lesson, particularly regarding the Prophet Muhammad's da'wah in Mecca.

Furthermore, because it can foster meaningful debate and develop students' critical thinking abilities, Sanjaya [40] notes in his book that the question-and-answer format is a component of an active learning strategy crucial to use in courses that demand in-depth comprehension. However, empirical research focusing on junior high school learning of Aqidah Akhlak has not yet tested this theoretical rationale. "The Analysis of Islamic Moral and Faith (Aqidah Akhlak) Learning Methods in Improving Understanding of Character Education of Students at SMP Yaspand An-Naas Binjai" is the title of the following researcher, Nauli. The study's findings indicate that the primary goal of this literature is to promote a common understanding of the fundamental ideas of studying aqidah akhlak in Islam, particularly as it relates to character education. The Qur'an, Sunnah, and the views of academics specializing in Islamic education serve as the foundation for explaining this teaching approach. Thus, to maximise character formation in line with Islamic values, Islamic Religious Education teachers must assess students' overall development, taking into account their heart (qolbiyah), reason (aqliyah), and behaviour (amāliyah).

According to the description, research examining the efficacy of the question-and-answer technique in teaching Akidah Akhlak at the Madrasah Ibtidaiyah level is still lacking. Thus, this study must be conducted as a scientific contribution to close the gap in the literature and offer an empirical foundation for creating more contextual, participatory, and holistic approaches to addressing students' cognitive, affective, and spiritual needs. This study employs an experimental design to ascertain how the question-and-answer format can enhance students' comprehension of Akidah Akhlak and promote their active participation in the educational process.

The study "The Impact of the Question-and-Answer Method on Students' Comprehension of the Akidah Akhlak Lessons at MI Miftahul Ulum" provides a fresh perspective on Islamic religious education, particularly at the Madrasah Ibtidaiyah (MI) level, by the description of earlier research and the chance to carry it out. This study explicitly looks at the efficacy of the question-and-answer approach in the context of learning Akidah Akhlak, in contrast to Sitohang's research, which focuses on implementing the method in science topics in general elementary schools. As a result, this study considers the affective and spiritual aspects, which are crucial in religious education, and the cognitive aspect. In the meantime, Tuburpon's analysis demonstrates that the Q&A approach successfully raises student learning results in Islamic Cultural History (SKI) at the MTs level. In contrast to Akidah Akhlak learning, which emphasizes internalising ideals and developing one's character, SKI learning typically takes place in a historical and narrative setting. By investigating how the question-and-answer format can enhance students' comprehension of the principles of monotheism and high morality in daily life, this study introduces a fresh idea.

Although Sanjaya does discuss the value of the question-and-answer format as an active learning technique in his book, his argument is still theoretical. An empirical study has not validated it, particularly regarding Akidah Akhlak. This study closes this gap by providing empirical evidence from the field demonstrating how well the question-and-answer format works to increase students' active engagement in the learning process while helping them better understand the principles of faith and morals.

Although the Akidah Akhlak learning method is discussed in Nauli's research regarding character education, the methodology is more descriptive and does not explicitly assess the efficacy of any one method. Instead, using a quantitative methodology and data triangulation, this study explicitly tests how the question-and-answer format affects students' comprehension. This strengthens the basis for deriving reliable and valid conclusions in the field.

This study is novel because it uses a targeted question-and-answer format to teach Akidah Akhlak at the Madrasah Ibtidaiyah level while taking a comprehensive approach to students' cognitive, affective, and spiritual needs. In addition to evaluating the change in learning results, this study demonstrates how early childhood pupils can more effectively and meaningfully internalise Islamic beliefs through the question-and-answer format. This significantly contributes to advancing learning methodologies for Islamic Religious Education at the MI level.

## 2. METHOD OF RESEARCH

### 2.1 Design of the Research

This study employs a quasi-experimental methodology and a quantitative approach. The techniques used to examine causal linkages without assigning participants to groups at random are known as quasi-experiments. This approach was selected because it is challenging to assign pupils randomly to actual educational settings. Consequently, quasi-experiments are the best option when pure experiments are not feasible [41]. An initial measurement (pretest), a treatment, and a final measurement (posttest) are all administered to the same group in the One-Group Pretest-Posttest Design. Although it lacks control over external variables, Sugiyono [42] claims that this design is appropriate for assessing the impact of a treatment in the same group. Many studies have also made extensive use of this design, such as those conducted by Saleh and Chalish [43], who examined how LKPD affected high-level thinking abilities, and Ishaq [44], who assessed how well the heutagogy approach to student learning independence worked. Furthermore, educational research has extensively used this design to evaluate the efficacy of a learning model or approach using data that can still be statistically examined to test the hypothesis [45].

### 2.2 Research Participants

Students in grade VI at MI Miftahul Ulum served as the study's subjects. They were split into two groups:

- a) the experimental group, which learns by asking and receiving questions.
- b) The control group uses the lecture approach.

Because it considered actual field conditions, the subjects were not randomly chosen. As a result, even in the absence of random assignment, a quasi-experimental approach is employed to examine causal links [41].

### 2.3 Research Tool

The study's instrument was a learning outcome exam consisting of pretest and posttest questions. These questions underwent a content review process by experts and were organized according to competency attainment metrics.

### 2.4 Methods of the Research

The following steps were taken in the research process:

- a) Pretests were administered to both groups to ascertain the students' starting skills.
- b) The experimental group received a question-and-answer session, while the control group received a lecture.
- c) Following therapy, posttests were administered to both groups to gauge learning outcomes.

### 2.5 Methods of Data Analysis

The pretest and posttest results for every group were compared to analyze the data. This analysis aimed to evaluate the efficacy of the employed learning strategy. Despite lacking a control group, the One-Group Pretest-Posttest design can yield preliminary data on the impact of the treatment.

## 3. RESULTS AND DISCUSSION

### 3.1 Description of the Data

Thirty students participated in this study and were split into two groups:

- a. Control Group (15 students): Lecture-based instruction.
- b. The experimental group (15 students) used the question-and-answer format to learn.

To assess the efficacy of the teaching strategy, each student completed a pretest before instruction and a posttest after instruction.

Table 1. Key Variable Descriptive Statistics

Variabel	Mean	Median	Standard Deviation	Minimum	Maximum
Pretest (Control)	54.4	55.0	7.37	40.0	64.0
Posttest (Control)	68.8	68.0	7.58	53.0	78.0
Pretest (Experimental)	56.53	55.0	8.50	41.0	67.0
Posttest (Experimental)	86.53	85.0	8.65	75.0	100.0

It is evident from the above table that while both groups' pretest scores were comparatively comparable, their posttest scores increased in different ways. Trends or Patterns in the Data:

- Initial similarity: Both groups' pretest results were nearly identical, suggesting that their initial comprehension was pretty balanced.
- The experimental group improved more than the control group: Following treatment, the experimental group's average posttest score rose 30 points, compared to just 14.4 points for the control group.
- Variation in results: The experimental group's posttest scores ranged from 75 to 100, whereas the control group's ranged from 53 to 78. This suggests that the question and answer procedure had a bigger impact.

### 3.2 Analysis of Data

The effectiveness of the question-and-answer format in comparison to the lecture format was evaluated by statistical analysis. The procedures used were:

- The Kolmogorov-Smirnov Normality Test: Verifies if the data is usually distributed.
- The paired t-test is used to identify significant differences between each group's pretest and posttest results.
- Independent t-test: Examining how the exp

### 3.3 Analysis Findings

Before employing the t-test, a normality test was performed to ensure the data was normally distributed. All of the p-values in the Normality test (Kolmogorov-Smirnov) were greater than 0.05, indicating that the data was normally distributed and suitable for t-test analysis.

T-test for Paired Samples

used to compare each group's pretest and posttest results.

Formula for the Paired Sample T-test:

$$t = \frac{\bar{D}}{SD/\sqrt{n}}$$

$\bar{D}$  = is the average difference between the pretest and posttest data pairs

$S_D$  = is the standard deviation of the score difference.

$n$  = is the number of pairs (students)

Test Findings:

- Control Group: p-value =  $4.8 \times 10^{-5}$  => The pretest and posttest differ significantly.
- P-value for the experimental group:  $3.9 \times 10^{-8}$  → much greater improvement than that of the control group.

t-test for independent samples

Formula for the independent sample t-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$\bar{X}_1$  = Group 1's (the experimental group's) average value

$\bar{X}_2$  = Group 2's (control group's) average value

$S_1^2$  = Group 1's (the experimental group's) variance (squared standard deviation)

$S_2^2$  = Group 2's (control group's) variance (squared standard deviation)

$n_1$  = Group 1's (the experimental group's) sample count

$n_2$  = Group 2's (control group's) samples.

Findings from the Test: p-value =  $2.1 \times 10^{-6}$  → The lecture approach is much less effective than the question-and-answer format.

The homogeneity test aims to determine if the variance of the two data groups (control and experimental groups) is the same. Levene's Test is a frequently employed technique that evaluates the following hypothesis:

- $H_0$  (Null Hypothesis): There is no discernible difference between the two groups' variances.
- The alternative hypothesis, or  $H_1$ , states a significant difference between the two groups' variances.

Criteria for making decisions:

- $H_0$  is accepted (group variance is homogeneous) if the p-value exceeds 0.05.

b)  $H_0$  is rejected (group variance is not homogeneous) if the p-value is less than 0.05.

#### Findings

The p-values that were found were as follows:

a)  $p=0.7119$   $p = 0.7119$   $p=0.7119$  is the pretest result.

b)  $p=1.0000$   $p = 1.0000$   $p=1.0000$  for the posttest

The variance of the pretest and posttest data in the control and experimental groups is uniform since the p-value  $> 0.05$  in both tests indicates that  $H_0$  is accepted.

As a result, additional analysis, including the t-test, can be performed assuming that the variances of the two groups are equivalent.

### 3.4 Interpreting Data in Light of Learning Theory

The study's findings show that the question-and-answer format significantly improves student comprehension; the experimental group's average posttest score was 86.53, considerably higher than the control group's score of 68.8. An independent t-test supports this finding with a p value of  $2.1 \times 10^{-6}$ , statistically indicating a significant difference. This rise demonstrates how the question-and-answer format can motivate students to participate more actively in their education, exercise critical thought, and be introspective. According to the active learning theory, which emphasises the value of student participation in learning, this leads to a more profound knowledge [46].

Piaget's constructivism hypothesis [47], which holds that children develop their understanding by actively interacting with the subject matter and their surroundings, is supported by this observation. Through questions and conversations, students are encouraged to expand and deepen their knowledge while passively absorbing it within the framework of the question-and-answer format. Long-term comprehension is strengthened due to this process, which enables students to link new information with preexisting knowledge in their cognitive framework. Thus, in line with the fundamental ideas of constructivism, the question-and-answer format serves as a tool for actively constructing knowledge [48].

The success of the question-and-answer format can also be explained by Vygotsky's theory of the Zone of Proximal Development (ZPD) [49]. According to ZPD, adolescents can make better progress in this developmental area if they receive help or support from adults or more seasoned peers. In this situation, the teacher serves as a scaffolder, offering assistance through thought-provoking questions that encourage deeper thinking from the students. Thanks to this connection, students can overcome cognitive obstacles beyond their capacity to handle independently. Through adequate support, the question-and-answer method accelerates students' mental growth and helps them reach their ZPD, according to research by Muthaharo et al [50].

Unlike the question-and-answer format, the lecture approach is frequently one-way and does not promote active student participation. Because students absorb information without having the chance to process it actively, research by Umami and Mulyaningsih [51] demonstrates that the lecture technique tends to make students passive and slows down the internalisation of concepts. Even though lectures can effectively transmit knowledge, they are less effective in fostering the development of higher-order thinking abilities like evaluation, synthesis, and analysis. Thus, switching up or substituting lectures with more participatory techniques like Q&A sessions is critical.

One benefit of the question-and-answer format is that it fosters a more participatory learning environment. According to a study by Saparina & Santosa [52], learning results were considerably enhanced by using discussion and Q&A techniques. In addition to promoting critical and active thinking, this contact enables students to share ideas and comprehend their peers' viewpoints. Because students participate in creating shared meaning in addition to listening to information, this approach improves their comprehension of the subject matter. Additionally, question-and-answer sessions assist professors in determining the degree to which pupils have grasped the content.

Vygotsky's theory of social constructivism [49] also offers a crucial basis for comprehending the questions-and-answer format's advantages. Vygotsky highlighted that social interaction is vital for cognitive development, and learning occurs in a social setting. It was demonstrated in a study by Hapsari [53] that using social constructivism concepts in the question-and-answer format improved students' social connections, which sped up their comprehension of the subject matter. Social media facilitates information transmission through group discussions and individual contacts, enhancing students' educational experiences.

One of its benefits is the flexibility of the question-and-answer format to accommodate the unique learning preferences and features of many pupils. According to a study by Sari and Saharani [54], this approach allows students who prefer verbal and kinaesthetic learning styles to communicate what they understand effectively. Teachers can modify this approach by asking structured or open-ended questions that suit the students' learning preferences and cognitive abilities. All students can engage in the learning process to the fullest extent possible in this fashion, regardless of whether they learn best verbally or through movement. It is strongly advised that teachers systematically incorporate the question-and-answer format into their lessons based on research findings and underlying learning theories. This approach can boost students' active participation and enhance their

comprehension, making it more than just a supplement to lectures. From elementary school to university education, the question-and-answer format has been demonstrated to yield favourable outcomes in various educational settings and levels [55]. To provide a more meaningful learning experience, it is advised that this strategy be introduced and used more frequently in classrooms.

### 3.5 Hypothesis Support

According to the research hypothesis, students' comprehension of Akidah Akhlak will be enhanced using the question-and-answer format. This hypothesis is supported by statistical test findings because:

- a. The experimental group's paired t-test revealed a p-value =  $3.9 \times 10^{-8}$ , indicating a significant rise between the pretest and posttest. This notable disparity suggests that pupils who use the question-and-answer format for instruction saw a significantly greater increase in comprehension than those who did not receive treatment.
- b. The control group's paired t-test also revealed a rise (p-value =  $4.8 \times 10^{-5}$ ), but it was less pronounced than that of the experimental group. This suggests that while the lecture approach still has benefits, it is less successful than the question-and-answer format at encouraging students to participate actively.
- c. The effectiveness of the question and answer strategy was demonstrated by the highly significant difference (p-value =  $2.1 \times 10^{-6}$ ) found in the independent t-test between the experimental and control groups' posttest results. The experimental group's notable improvement suggests that increasing learning outcomes requires active participation in the learning process.

This result is also in line with a study by Sitohang [39], who discovered that the question-and-answer format enhances students' comprehension of science. Similarly, Sudjana [35] found that the Q&A approach is one of the best ways to study since it encourages pupils to participate actively and think critically. Therefore, the study's findings support earlier conclusions and offer more empirical support for the usefulness of the question-and-answer format in value-based learning.

Numerous contemporary theories of learning provide a solid theoretical foundation for these observations. According to Jean Piaget [47], successful learning happens when pupils actively create their knowledge. This is the constructivist perspective. Knowledge is the outcome of students' active engagement with their surroundings rather than something that can be imparted straight from the instructor to the pupil. Because it engages students in critical thinking, analysis, and connecting new information to prior knowledge, the question-and-answer format is ideal for this strategy.

### 3.6 Analysis of the Results and Contributing Elements

According to the study's findings, using the question-and-answer format improves students' understanding of Akidah Akhlak's teachings. This improvement is especially noticeable in the experimental group, where students showed higher levels of cognitive engagement, enhanced participation, and conceptual understanding than those in the control group, which received instruction through lectures.

This outcome is consistent with the Zone of Proximal Development (ZPD), a key component of Vygotsky's social constructivism theory [49]. Students could close the gap between what they could accomplish on their own and what they could accomplish with assistance because of the scaffolding provided by the teacher's guided questions. Dialogic teaching was made possible by the interactive character of the question-and-answer format, which promoted assimilation of the moral and spiritual principles essential to Akidah Akhlak.

Furthermore, the results are consistent with Bandura's social learning theory [56], which holds that interaction and observation are the primary ways in which learning takes place. In addition to receiving direct instruction from teachers, students also observed their classmates' responses and critical thinking. This social component enhanced their communication abilities, self-confidence, and academic comprehension.

Furthermore, Carl Rogers' humanistic approach [57], which emphasizes the emotive domain of learning, supports the findings. Students' intrinsic motivation was increased when they felt appreciated and more free to express themselves in a respected and safe learning atmosphere, which was created by the question-and-answer format.

These results are supported by comparison with earlier research, including Hunaidah's study [58]. She discovered that classroom communication significantly impacts learning results, especially when students are encouraged to voice their opinions openly. Similarly, research by Ishaq [44] and Saleh and Chalish [43] demonstrated enhanced cognitive abilities through learner-centered and interactive techniques.

### 3.7 Research Novelty and Generalization

These results suggest that the question-and-answer format helps students develop socially and emotionally, essential skills for courses like Akidah Akhlak, and improves their cognitive understanding. The approach promotes moral internalization, active engagement, respect for one another, and critical thinking.

This study is interesting because it combines modern learning theories with Islamic education (Akidah Akhlak), providing empirical support for the relevance and efficacy of dialogic approaches in value-based learning settings. This research adds to the educational discourse in religious and character education, especially in madrasah settings, in contrast to most previous studies that concentrated on scientific or general subjects.

### 3.8 Research Restrictions

However, there are several restrictions on this study:

- a) It was carried out in a single school (MI Miftahul Ulum) with a small sample size, which limits the application of the results.
- b) Although useful, the quasi-experimental design does not fully control for outside factors, especially individual student variations like speaking confidence or prior knowledge.
- c) The time limits of using the question-and-answer approach presented additional difficulties, particularly in light of the demands of a schedule heavily reliant on the curriculum.

### 3.9. Practice and Future Research Suggestions

It is advised that educators:

- a) It is advised that Increase the use of the question-and-answer format, particularly in subjects that emphasize values, such as Akidah Akhlak.
- b) Combine this approach with project-based learning or group discussions to improve student participation and critical reflection.
- c) Establish a welcoming environment in the classroom that motivates all kids to engage, including the reserved or nervous ones.

It is advised that future researchers do the following:

- a) Increase the validity and dependability of the results by conducting studies across several institutions and on a broader scale.
- b) Examine hybrid models that combine student-led inquiry models or digital technologies with question-and-answer formats.
- c) Examine long-term effects on students' character development and short-term academic performance.

## 4. CONCLUSION

The primary goal of this study, which was to ascertain how well the question-and-answer format enhanced students' comprehension of the Akidah Akhlak subject, was accomplished. With a p-value of  $3.9 \times 10^{-8}$ , the analysis's findings demonstrated a significant difference between the experimental and control groups, suggesting that the Q&A approach was superior to the lecture approach. The constructivism and social learning theories, which stress the value of teachers and students interacting actively to develop understanding, are strengthened by this study. As a result, this study validates the efficacy of the question-and-answer format. It provides new insight into how important student motivation, interaction intensity, and appropriate time management are to the learning process. This conclusion has practical implications for Akidah Akhlak teachers, who should more methodically incorporate the question-and-answer method into their lessons to improve learning outcomes and student engagement. According to the theoretical implications, question-and-answer-based dialogic learning can be powerful for religious value comprehension and character development.

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